DOCUMENT RESUME

ED 371 633 FL 022 288

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TITLE Context and Culture in Language Teaching.
REPORT NO ISBN-0-19-437187-5
PUB DATE 93
NOTE 303p.
AVAILABLE FROM Oxford University Press, Walton Street, Oxford OX2 6DP, England, United Kingdom.
PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Books (010)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Classroom Communication; *Cultural Awareness; *Cultural Context; Instructional Materials; *Language Role; Oral Language; Second Language Instruction; *Second Languages; Written Language
IDENTIFIERS Authentic Materials

ABSTRACT

Second language teaching is viewed from the perspective that its core objective is to teach the cultural context of discourse in the target language, rather than to teach the traditional four language skills and culture as a fifth component. The discussion begins with an examination of the context of communication within the classroom, suggesting that it is affected by the subjectivity of teacher and learner. Suggestions are made for enriching the spoken discourse of the classroom by taking advantage of its diversity and variability. Then the notion of context is expanded to include interaction between readers and texts, particularly the literary texts used in the language classroom. The notion is then further expanded to include the creation of an intercultural context, through use of culturally authentic texts. Some currently advocated cross-cultural approaches for teaching texts from the media and other non-pedagogical sources are critically examined. The final chapter reflects on a critical language pedagogy that values dissent, dialogue, and dual-voiced discourse, a personal "third culture" that learners can create and use to express their meanings apart from the meanings established by either their own or the target language community. Some instructional materials and a substantial bibliography are appended. (MSE)

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